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ABSTRACT

Based on the 10 most frequently utilized teaching strategies identified by Arkansas business teachers, this handbook suggests uses of these strategies in five subject areas: Typewriting, shorthand, accounting, office procedures, and basic business. The 10 instructional strategies are audiovisuals, bulletin boards, demonstrations, fieldtrips, games, oral discussion, resource persons, simulation, teacher talk, and workbooks. A brief definition of each strategy precedes the list of suggested uses in the five subject areas. (BM)

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HANDBOOK

ON

TEACHING STRATEGIES

FOR

TYPEWRITING

SHORTHAND

ACCOUNTING

OFFICE PROCEDURES

BASIC BUSINESS

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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University of Arkansas
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CE 012 440

PREFACE

This publication is the direct result of a workshop conducted by the University of Arkansas in cooperation with the Business and Office Education area of the State Department of Education, Vocational, Technical, and Adult Education Division. This handbook includes ten of the most frequently utilized teaching strategies as reported by business teachers involved in the workshop. Consequently, the handbook is only a beginning in developing a more comprehensive publication which could incorporate additional strategies.

Special appreciation is expressed to Mrs. Tommie Butler, State Supervisor of Business and Office Education, for her support of the workshop program and supervision of the handbook production. In addition, Mrs. Pat Hunnicutt is commended for her efforts in directing the workshop and in planning and organizing the materials. Mrs. Betty Stevens and Mrs. Ruth Ann Williams assisted in the verification and revision of the handbook. The cover was designed by Mrs. Kathryn Shain. Mrs. Connie Dixon completed the final editing and typing responsibilities. The teachers providing direct input into the publication include:

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AUDIOVISUALS

Audiovisuals are materials, devices, or equipment used to aid the teacher while instructing. They could also be used by the student alone as individualized instruction. It is the responsibility of the teacher to select audiovisuals best suited to meet the needs of the class. They are most effective when the materials are closely correlated with the unit of study, when viewed before usage, and evaluated after their use.

The following is a list of audiovisuals that could be used in the classroom in the five business education classes below.

TYPEWRITING

1. Films, filmstrips, and tapes are available on proper techniques such as sitting position, touch control, typing stencils, speed building and job efficiency techniques.

2. Charts for room display are available on subject areas such as the keyboard, hand position techniques, proper sitting position, good organization, letter styles, manuscript guide charts, progress charts for the class, etc.

3. Tapes are available by most companies for instruction correlated with the textbook.

4. Transparencies are available on machine operations, the typewriter keyboard, typing production work, margin setting, typing term papers, forms, and others.

5. A device, known as a pacer, could be used to increase speed and accuracy in typewriting.

6. Posters can be used in the classroom to illustrate, for example, the "Do's" and "Don'ts" in cartoon form to provide interest and have students become aware of problem areas.

SHORTHAND

1. Charts are available, or can be made, for use in the classroom illustrating brief forms or speed forms, proper techniques of writing, or for displaying students' work.

2. Tapes are available for speed building, which are sometimes correlated with the texts available, review of brief forms and speed forms, office style dictation, vocabulary building, and other areas where practice is needed.

3. Tapes are available with instructional material in specific areas such as legal, medical, and educational.

4. Transparencies can be obtained, or teacher made, to correlate with the text which provide preview and review of the theory.

5. Films, filmstrips, and tapes could be used on proper techniques of taking dictation, transcribing, and other office techniques.

ACCOUNTING

1. Charts correlated with the textbook can be used to illustrate procedures such as the classification of accounts.

2. Transparencies, whether single or overlays, could be used in demonstrating recording and posting entries, checking of problems, etc.

3. Filmstrips and tapes are available to promote interest in the subject when introducing accounting to the class.

4. Graphs could be used to show the percentages of different accounting systems used in the "world of work," line graphs could be used to show the rise of mechanical accounting, etc.

OFFICE PROCEDURES

1. Tapes, with instructor's manuals and narration, are available on topics such as listening, following directions, telephone techniques, letter writing, filing, etc.

2. Films, filmstrips, and tapes are available to introduce different units such as job applications and interviews, telephone usage, mail services, filing and storage of materials, data processing, and others.

3. Transparencies could be used to illustrate proper grooming, personality traits, good posture, proper techniques used in the office as management of equipment, and others to correlate with units covered.

4. Teacher-prepared illustrations on charts or transparencies could be used to teach such subjects as folding letters, sorting mail, arrangement of furniture in an office, supplies used in an efficient office, and others.

BASIC BUSINESS

1. Films, filmstrips, and tapes are available to introduce the many areas (covered in basic business classes) such as banks and other financial institutions, business law and procedures in court, marketing concepts, data processing, etc.

2. Charts may be used, for example, to illustrate the proper writing of a check, a bank reconciliation format, etc.

3. Tapes with narrations are available in areas such as the metric system, salesmanship, change making, job applications and interviews, and others.

4. Television or video tapings can be used for viewing a student's performance during an interview situation or other oral communication where improvement may be needed.

5. Transparencies can be used to illustrate activities such as the keyboard differences on a keypunch machine versus a standard keyboard, situations that might happen that point to business law, and others.

6. Graphs, prepared by the teacher or students, can be used to illustrate progress of companies studied by the students and presented orally to the class.

BULLETIN BOARDS

The bulletin board is an ideal medium for providing concrete illustrations which enrich learning. It is an effective teaching aid and should attract attention and stimulate and hold interest. The teacher should develop units centered on a particular idea or point of interest. Suitable illustrations should be collected, classified, and filed until they are ready to be used. The bulletin board should accomplish one or more of the following: inform, explain, enrich, summarize, or evaluate the work of the class.

The following represent ideas for use of the bulletin board in selected business education subjects.

PRIMARY USES OF THE BULLETIN BOARD

1. To preview a topic. This could stimulate interest and motivate students to ask the teacher questions, make inquiries of others, and create the desire to read material on the subject.

2. To emphasize the topic being studied. Supplementary up-to-date material may be used to enrich the textbook.

3. To review and summarize after a topic has been completed. Psychologists tell us that for reinforcement of learning there must be immediate review after material is covered. This type of display interprets, supplements, summarizes, and reinforces important points that have been studied.

SECONDARY USES OF THE BULLETIN BOARD

1. Contest-type board. This could be used in the skill subjects such as typewriting and shorthand as a motivating device.

2. Individual class work or special group projects. Perfect papers or something that requires more thought and planning than routine work could be displayed. Never display poor work; personal recognition and competition are the rewards to be gained here.

3. Departmental activities. Special information concerning the department's clubs and activities could be advertised here.

4. Seasonal. It might be justifiable to capture the spirit of the season, such as Christmas, Thanksgiving, Easter, etc. Or it may stimulate the proper attitude of appreciation toward our country and the freedom we enjoy.

5. Student involvement. Encourage students to bring any material they feel is of interest, relating to the topic being studied. Some students might enjoy preparing a display.

GENERAL IDEAS FOR ALL BUSINESS CLASSES

Careers in each field
Attitudes for job success
Grooming
Preparation for the future
Good work habits
Job interviews and applications
Contests between classes
Newspaper want-ads
Good study habits
Graduating seniors

TYPEWRITING

Letter styles
Tabulation
Progress charts
Posture
Proofreading
Correcting errors
Good techniques
Manuscripts
Addressing envelopes
Folding letters
Centering
Carbon copies
Letters from former students

SHORTHAND

Progress charts
Reference materials
Office supplies
Procedures for learning shorthand
Acceptable letters
Punctuation
Letters from former students
Characteristics of a good secretary
Secretarial duties

ACCOUNTING

Accounting cycle
Accounting equation
Posting
Finding errors
Payroll taxes
Income taxes
Balance sheets of local banks

OFFICE PROCEDURES

Payroll taxes
Reference materials
Office supplies
Filing
Telephone techniques
Pictures of new office machines
Letters from former students
Manners

BASIC BUSINESS

Needs and wants
Three "C's" of credit
Story of a check
Social security
Types of business organizations
Federal Reserve System
Opening a checking account
Bank reconciliation
Income taxes
Well-known advertising phrases
Free enterprise system
Insurance
Investments
Budgeting
Communication
Transportation
Comparison shopping

DEMONSTRATIONS

The demonstration provides an opportunity for the student to observe and listen; therefore, it is an extremely effective teaching strategy. Most of the necessary equipment is readily available in the business education classes, but organization and preparation are required.

Ideas for use of the demonstration in five selected business education areas are:

TYPEWRITING

1. Machine parts. The parts of the typewriter can be demonstrated by using a typewriter and a demonstration stand. The students can locate each part of their typewriters and observe the teacher using correct techniques in operating the machine. Charts may be used to help students locate and identify the parts of a typewriter. Transparencies showing the parts of a typewriter and their location can be used to introduce a new machine part to the class.

2. Posture. The teacher may demonstrate to the class the correct position of the body, feet, head, fingers, wrists, and elbows. A student who has mastered correct typing posture can be used as an effective model for the rest of the class. The teacher may demonstrate the correct typing posture to an individual student if it has not been mastered by observing the group demonstration.

3. Techniques. The teacher could demonstrate by using a typewriter on a demonstration stand correct stroking of the keys with eyes on copy and correct carriage return on both manual and electric typewriters with eyes on copy.

4. Correcting errors. The teacher may use demonstrations to show the correct procedures for correcting errors using an eraser, correction tape, and liquid paper.

5. Carbon pack. The teacher may demonstrate the correct procedure for assembling a carbon pack, inserting the carbon pack into the typewriter, and correcting errors on the original and carbon copies.

SHORTHAND

1. Direction of outlines. The chalkboard or overhead projector may be used to demonstrate the correct direction to write shorthand outlines.

2. Proportion of outlines. Because the proportion of some shorthand outlines is the only distinction, the teacher should demonstrate by writing the outlines on the board or overhead projector.

3. Correct use of notebook. Proper use of the stenographer's notebook could be demonstrated: writing on one-half of the page, keeping a

rubber band around the portion of the notebook that has been transcribed, and dating pages of the notebook.

4. Posture. The teacher could demonstrate the correct body and notebook position while taking dictation from both a sitting and a standing position.

ACCOUNTING

1. Effect of transactions on accounts. Show how transactions affect accounts by letting money represent the cash account and a typewriter represent the office machines account. The exchange of the money for the typewriter demonstrates how one asset account is decreased and another asset account is increased.

2. Withholding income tax. To demonstrate how much income tax is to be deducted for a single employee paid on a weekly basis, an appropriate transparency chart may be used to show how the wages and number of exemptions determine the tax deducted.

3. Accounting cycle. After the steps of the accounting cycle are taught, learned, and re-emphasized by the use of a flow chart, have students arrange work stations to correspond with each point on the flow chart pattern. For example, have one student at one station supplied with a journal page, another with a ledger page, another with a worksheet, etc. Students personify a source document and take themselves through each step of the accounting cycle by going to each work station in order and explaining the necessary entries.

OFFICE PROCEDURES

1. Filing. The basic filing systems can be introduced by listing them on a chalkboard. The teacher can assemble file drawers with guides appropriately arranged to illustrate each system and to demonstrate filing correspondence in individual and miscellaneous folders, cross-referencing, retrieval, etc.

2. Grooming. When explaining appropriate office attire and hair styles, the teacher can show examples from pattern books and magazines. Color charts from the home economics department could be borrowed to show color coordination. The students and teacher can be assigned certain days to come to school appropriately dressed and groomed for work in an office.

3. Business machines. Since students are usually assigned to various business machines on a rotating basis, demonstrations to individual students or small groups seem to be one of the best methods of instruction for this unit of study. The teacher can go to the machine at a work station and show the student the correct techniques. Demonstrations of machine functions should be made on the student's machine. Also, changing the paper tape can be best shown by demonstration.

4. Job application. Transfer examples of application forms from local businesses to a transparency and demonstrate how to complete the blanks. Various formats for typing personal resumes can also be shown on transparencies. Appropriate conduct, conversation, and body movements on a job interview can be demonstrated by the teacher. A personnel director could interview a student while the class listens.

BASIC BUSINESS

1. Writing checks. Students can watch as the instructor writes checks, stubs, and endorsements on real checks or forms on transparencies.

2. Reconciling a bank statement. The steps in reconciling a bank statement can be demonstrated on the chalkboard, overhead projector, or an actual form from a local bank.

3. Planning a personal budget. On the chalkboard or transparency the teacher can list average figures in each area of a budget to inform students of the cost of living in various parts of the state or country.

4. Buying by credit. A comparison of the cost (interest) of making purchases through loan credit, open accounts, budget plans, revolving charge accounts, and credit cards can be made on a chalkboard or overhead projector.

5. Borrowing money. The parts of a promissory note can be presented by transparency examples or an actual note form completed one step at a time. The chalkboard or transparency can be used to calculate interest, discount, proceeds, etc.

FIELD TRIPS

Field trips provide an opportunity for students to observe first-hand many of the everyday happenings involving people and places outside the school environment and become aware of the various job opportunities available in business. They are only effective, however, if there are pre-trip activities to inform the students what to expect and if there are post-trip activities such as discussions, to determine the effectiveness of the trip.

Ideas for field trips in five subject areas are listed below.

TYPEWRITING

1. Visit a business machine firm to observe various models of typewriters.
2. Visit a secretarial pool to observe the different types of work that may be required of a typist.
3. Visit a Circuit Clerk's office to observe the importance of accuracy in typing legal papers and how these papers are processed.
4. Visit a business where students can view "form" typing, such as statements, invoices, bills of lading, etc.

SHORTHAND

1. Visit offices, in groups, to observe secretaries taking dictation.
2. Visit a courtroom to observe a court stenographer at work.
3. Visit the State Capitol to see how shorthand is used in government agencies.
4. Visit a word processing center to observe the importance of grammar, spelling, punctuation, proofreading, etc., in transcribing.

ACCOUNTING

1. Visit a local business to see how the payroll is handled.
2. Visit a merchandising concern's accounts receivable department to enable students to understand the concepts of accounts receivable.
3. Visit a bank to see how a check is processed.
4. Visit a small business that still keeps its books by hand to observe the many different tasks performed in a one-bookkeeper office.
5. Visit a business such as a parts house to see how it keeps inventory.

6. Visit a business that uses a keypunch to observe its relationship to data processing.

7. Visit a business that keeps records of depreciation and disposal of fixed assets.

8. Visit financial institutions to see how interest is computed.

9. Visit any firm that pays on a commission basis, such as a cattle auction or car dealership.

10. Visit a stock investment concern.

OFFICE PROCEDURES

1. Visit a bank to learn the correct check-writing procedures and the importance of keeping an accurate checkbook balance.

2. Visit the Post Office to familiarize the students with the classes of mail and postage rates.

3. Visit the telephone office to illustrate the importance of good telephone techniques.

4. Visit an office supply house to secure information on different kinds of office supplies, such as different weights of paper, and to learn how to select the best supplies for the tasks to be performed.

5. Visit a health or figure salon to consider the importance of good diet and exercise as they relate to health and job performance.

6. Visit a cosmetician or cosmotologist to secure information on skin and hair care.

7. Visit several businesses to observe the different kinds of filing systems used.

8. Visit a local business to observe the various steps in handling a payroll.

9. Visit (in small groups) a secretary or a receptionist and spend part of the day taking notes on all the duties performed.

10. Visit a company that has a word processing center to become aware of the various tasks performed and equipment used in comparison to a one-secretary office.

11. Visit a government agency to secure information about the different requirements for various civil service positions.

12. Visit an employment agency to familiarize students with the process of securing a job.

BASIC BUSINESS

1. Visit a bank to observe and study its functions, operations, and services.

2. Visit a Federal Reserve Branch Bank to learn how the U. S. banking systems is organized.

3. Visit a municipal court in session to observe practices of law.

4. Visit a real estate firm.

5. Visit a business, such as a grocery store, and find displays which encourage impulse buying.

6. Visit a credit bureau to study the importance of maintaining a good credit record.

7. Visit an insurance agency to study the different types of insurance available and how to choose wisely the necessary coverage.

8. Visit the Post Office, airport, and UPS to compare shipping procedures and costs.

GAMES

Games can be used as learning activities, reinforcement and review activities, and motivational activities in all business classes. They could be used before vacations, holidays, or whenever students need a lift, as extra credit projects for those who finish early, or even for testing terminology.

The following are examples of some games that could be used in the selected five business education subjects.

TYPEWRITING

1. Mystery. The object of this game is to follow the directions exactly and finish with a complete and accurate picture. Each student is given a sheet of instructions. If directions are followed as to the starting point and the number of spaces and X's to be typed, the stu- will begin to see the picture as it develops.

   In order to be successful with the mystery puzzle the student must be able to follow directions. This puzzle also tests the student's knowledge of the typewriter and spacing skills.

2. Track meet. This game is designed for the entire class to be played on the typewriter and is used at the beginning of the track season to introduce track and the team members you may have in class.

   The game is played with each student having a sheet of paper in the machine and at the command of the teacher start the meet. Before each event the teacher explains the race but the scoring will be explained only at the end of the race since each event is played and scored differently. The game includes both team and individual races. Individual races include the 100-yard dash, pole vault, low hurdles, etc. (For the 100-yard dash: Use a sentence from the book. Type the sentence once to the line. Time: 1 minute. Scoring: Number of words typed minus five for each error). Team relays include the mile relay and relay race. In each of the races the class is divided into groups of even numbers and only the captain will need paper at the beginning. After the student completes typing, the student removes the paper, hands it to the second runner, who must insert the paper and type under the first runner's work, remove the paper, pass it to the next runner, etc., until all persons have completed.

   This game teaches accuracy, speed, and tests the students' skill and knowledge of the typewriter. Points should be kept on an individual basis and a winner declared at the end of the meet.

SHORTHAND

1. Bingo. The game consists of Bingo cards and a number of calling guides. You play the game the same way as conventional Bingo, except instead of using numbers, shorthand outlines are used.

As a question is asked, the students look at their cards, covering the answer if it appears on their cards. The teacher may wish to have one of the students be the "caller" while checking to see if the students are covering the right answer.

Any number of variations of the game may be played; regular five in a row, four corners, or for a real challenge, "black-out," having the students cover the entire card to win.

2. Hidden Treasure. This game is designed to be used at different holidays, but with a little revision may be used at any time.

   To play. draw a large valentine and inside the valentine write in shorthand different things that pertain to Valentine's Day. At the bottom of the valentine is a list of questions concerning the answers within the valentine. Each student must be able to read the answers in shorthand before they can fill in the answer blanks.

   This provides an excellent way to review shorthand and at the same time there is a lot of enthusiasm among the students.

ACCOUNTING

1. Bingo. The object of the game is to know accounting content well enough to cover the appropriate square when questions are called. The game consists of Bingo cards and a number of calling guides. The game may be played the same way as conventional Bingo, except instead of using numbers, questions are asked.

   As a question is asked, the students look at their cards, covering up the answer if it appears on their cards. One of the students may be the "caller" while the teacher checks to see if the students are covering the right answer.

   Any number of variations of the game may be played; regular five in a row, four corners, or for a real challenge, "black-out," having the students cover the entire card to win.

2. Crossword puzzles. The objective of this game is to test the students' ability to recall accounting terminology. The game consists of vertical and horizontal lines forming a crossword puzzle. There are questions for each puzzle. The game is played the same way as a conventional crossword puzzle is worked, except the answers are accounting terms.

   For variety, the game may be played in many ways. The group could be divided into groups of two's with each group competing against time. Another method would be for each student to compete with one another on an individual basis.

OFFICE PROCEDURES

1. Art Typing, Portrait. The game consists of each person drawing a self-portrait at the typewriter. First, each student will need to sketch out a profile or full-face drawing in pencil or ink on a blank piece of paper. The drawing should be placed behind a sheet of typing paper and insert into the typewriter. Using different letter characters from the typewriter, the job is to transfer the portrait to the clean sheet by means of the letter characters.

   This process will take more than one class period, usually two to three hours. Each student should have a sketch drawn in advance.

   This game provides an interesting way to use the different parts of the typewriter (ratchet release, squeezing, half-spacing, etc.) and teach the students that more than just typing can be done with a typewriter.

   For added incentive, each portrait can be judged by a panel of persons, which will select the top three winners. Papers should be displayed for student viewing.

2. Machine Championship. This game consists of preparing a tournament bracket to include all students in the class. Each one draws for a position on the bracket and the order of play.

   To play the game, the first round of competition covered 50 problems to be worked on a ten key adding machine. These problems will be addition, subtraction, and multiplication. Each student will be given a certain amount of time, such as 25 minutes. One point is given for each correct answer. The student with the most points is the winner and will advance to the next round.

   The second and succeeding rounds will be played on different machines--electronic printer, full keyboard, rotary calculater, etc.

BASIC BUSINESS

1. Paying Your Way. The object of the game is to manage your money well enough to buy the furniture required to furnish your apartment--all the furniture on the shopping list. The first player to furnish an apartment, remain debt-free, and make all calculations correctly, is the winner.

   At the beginning of Paying You Way, you draw a Career Card which lists your salary and possible promotions. On the way around the board, you have chances to receive and spend money by landing on different spaces and drawing "What's Happening" cards. You keep a Personal Journal of your money transactions as play progresses. You may buy furniture whenever it is your turn to play.

ORAL DISCUSSION

Oral discussion has been defined as talk or talking in which the pros and cons of a topic are considered. In the classroom, discussion serves as a type of feedback between the teacher and students, clarifies points, and provides motivation.

The following represent ideas for discussion in selected business education subjects.

TYPEWRITING

1. Discuss the differences between the various letter styles that may be used in business offices.
2. Students could compare the posture of their classmates while at the typewriter, which could stimulate interest in forming good posture habits.
3. Discuss various uses of tabulation in credit memos, statements of account, purchase orders, manuscripts, business reports, etc.
4. Have students describe how poor work habits in the classroom could be carried over into an office situation.
5. Have students discuss the different types of machines, pica or elite, manual or electric, that they might use.
6. Have students discuss their own personal data sheet and letter of application.

SHORTHAND

1. Have the students discuss the various materials, such as dictionaries, notebooks, pens, pencils, that will be needed in an office.
2. A comparison of an incorrectly punctuated letter versus an acceptable letter could be used to stimulate discussion.
3. Have students describe some of the office situations that they might find themselves in. This could include various employer personalities and dictation situations.
4. Compare the job opportunities available in the community for students with shorthand and those not having shorthand.
5. Have students describe correct letter placement on various letterheads.

ACCOUNTING

1. Students could compare the differences in single entry and double entry accounting in order to help students see when double entry accounting or single entry accounting would be preferred.

2. Students could discuss how their own personal recordkeeping system could be used to introduce accounting.

3. Compare the differences between a proprietorship and a partnership to reinforce learning of these units.

4. Have students describe the advantages of using a combination journal in a small business as compared to several journals in large businesses.

OFFICE PROCEDURES

1. The students could contrast proper and improper dress and courtesies in an office.

2. Discuss the importance of loyalty to the company with emphasis on keeping company matters confidential.

3. Have students describe some impressions that they have made on others. This will stimulate a discussion concerning the importance of making a good impression at a job interview.

4. Have students discuss the consequences of misfiling pertinent information.

5. Compare different types of calculators that will be used in the office.

6. Discuss the problems that could arise with the mishandling of mail.

7. Have the students describe what an itinerary contains. Discuss the importance of proper travel arrangements.

BASIC BUSINESS

1. Discuss the differences between Democracy, Communism, and Socialism. The students should have background knowledge in these areas gained in social studies classes.

2. Let the students discuss Social Security and how it affects them. Having students apply for a Social Security number in class will provide interest in this unit.

3. Have students discuss the consequences of having a bad credit rating. A discussion on credit, how it is obtained, and how easily it can be lost promotes interest in the topic.

4. A discussion of federal and state withholding taxes and how they will affect the students' paychecks can be used to involve students in the study of taxes.

5. To introduce a unit in banking, discuss with students their knowledge of banking. This could include the Federal Reserve System and the FDIC.

6. A discussion of the advantages and disadvantages of proprietorship, partnership, and corporation can be used after these units are presented to reinforce what the students have learned.

7. A unit on insurance could be introduced with a discussion of car insurance in relation to the student as a teenage driver.

RESOURCE PERSONS

The use of resource people in teaching business subjects is one forceful way of providing students first-hand information on current business and office procedures. Preparing the students before the resource person comes is important so the students can gain the most from the information presented. Follow-up discussion is also vital.

Resource persons who may be used in five subject areas are listed below.

TYPEWRITING

1. A former student can tell students how to use high school typewriting skill to gain employment and/or advancement to better positions.
2. Typewriter repair persons can be called upon to inform students on machine care and maintenance.
3. Office supply and equipment sales persons can present various kinds of stationery (onionskin, manifold, bond, carbon, mimeograph, duplicating, etc.) and equipment being used in local businesses.
4. Office typists can present valuable tips on chain feeding, carbon packs, letter styles, proofreading, and possible short cuts in many areas.
5. Employment agencies can acquaint students with jobs that are available.

SHORTHAND

1. One of the best resource persons is a former student who has obtained employment as a secretary. This person can give first-hand experience in the importance of job interviews, job qualifications, office procedures, and types of business equipment used.
2. Legal secretaries, medical secretaries, court reporters, civil service workers could present their work and unique vocabulary.
3. An executive secretary could explain how to record the minutes of board meetings.
4. A Certified Professional Secretary could present the broad business knowledge and education required to be certified.

ACCOUNTING

1. Career education can be provided by inviting lawyers, bankers, doctors, farmers, realtors, barbers, cosmetologists, etc. to the class.

2. Certified Public Accountants, owners from various types of service and merchandising businesses, Social Security representatives, etc., are good resource persons to use to explain the various payroll procedures, state and federal income tax forms, social security taxes and benefits, and business forms they use.

3. Resource persons from small businesses must not be overlooked--craft shops, motorcycle shops, florists, etc. These organizations use a simpler bookkeeping system, but must keep accurate and complete records.

OFFICE PROCEDURES

1. Secretaries, former students, business persons, receptionists, payroll clerks, cashiers, etc. are all very good resource persons to present current office practices.

2. Representatives from charm schools, barber and beauty schools, and sales persons can emphasize the importance of good grooming, manners, and tips on buying clothes.

3. Investment counselors can show students how to balance monthly income with expenses.

BASIC BUSINESS

1. Resource persons are useful in providing students with an understanding of business and in helping them to develop proper work habits and attitudes necessary in business.

2. Banking services can be presented by bank employees.

3. Proper use of credit can be given by credit agencies and/or local merchants.

4. Different types of insurance can be explained by persons from the insurance field.

5. Stock brokers can explain buying, selling, and investing.

6. Career education can be presented by people actively involved in various areas--barbers, cosmetologists, realtors, car dealers, doctors, teachers, lawyers, merchants, etc. Business ethics could be stressed by all these resource people.

7. Sales clerks can give very interesting and down-to-earth information on a day in the life of a sales person.

SIMULATION

Simulation is designed to provide real office situations under simulated conditions. The three basic types are the easy-task (problem or simple situation), the position (practice set), and the flow-of-work (model office). The student is able to "put it together" by seeing and participating in the ongoing, daily, operation of a business.

The following ideas could be used in selected areas of business education.

TYPEWRITING

1. Students could type for other teachers and/or people in the community--letters, tests, school newspaper, club yearbook, etc.
2. Students could type commercially prepared practice sets with actual business forms.
3. Students need to typewrite with most flow-of-work simulations.

SHORTHAND

1. Students could take dictation and transcribe actual letters to be mailed. These could be from the shorthand teacher, other teachers, guidance counselors, principal, other administrators, etc.
2. Through the use of practice set tapes containing office style dictation, students could take dictation and transcribe.
3. Students might utilize their shorthand skills in the model office simulation.

ACCOUNTING

1. Actual tasks to supplement textbook problems (generally, teacher prepared, student prepared, and/or commercially prepared).
2. Practice sets correlated with textbook (generally, commercially prepared).
3. Flow-of-work simulations (generally, teacher prepared and/or commercially prepared).
4. Some students could be given the responsibility of keeping the accounts of the school store.

OFFICE PROCEDURES

1. Short flow-of-work simulation involving all or part of the class.

2. In-basket situations--a day when the "boss" has left the student a number of tasks to be performed with the student needing to establish priorities before completing the tasks.

3. Practice sets for various jobs--filing, recordkeeping, typewriting, data processing, business machines, etc. These sets would contain the actual business forms to be used.

4. Teletrainer could be used for a simulation of telephone techniques.

BASIC BUSINESS

1. Simulate buying a car which might include comparing the different styles, researching the cost of insurance, license, sales tax, maintenance, etc., and making a selection.

2. Use check-writing kits provided free by banks to allow the student to complete the cycle from issuing the checks to reconciling the bank statement.

3. Use commercially prepared practice sets on money management, filing, etc.

TEACHER TALK

Teacher talk is the business teacher's way of "lecturing." Teacher talk in the business classroom should be as interesting and brief as possible.

Suggested ways for using teacher talk in typewriting, shorthand, accounting, office procedures, and basic business are given.

TYPEWRITING

1. Explain to students the importance of typewriting for business use in the job market. Also, sell the personal uses of typewriting to motivate and attract current and future typewriting students.

2. Tell students how good posture will aid them in their typewriting performance. At the same time, show students correct finger position over home-row keys, and emphasize the importance of good posture throughout the course.

3. Tell students the functions of the various parts of the typewriter. This could include the operation of margins and tab keys.

4. Explain the different methods of correcting errors. Emphasize the importance of neat erasures.

5. Discuss the variety of methods of producing multiple copies. This includes demonstrating the use of carbon paper, spirit masters, stencils, etc.

6. Stress the importance of proper care and maintenance of the typewriter. Students need to feel responsible and protective of their machines and know how to deal with various malfunctions.

7. Emphasize good work habits. Students should have neat and organized work stations at all times. The teacher can reinforce this by setting a good example for students to follow.

SHORTHAND

1. Tell the students how important a knowledge of shorthand can be, in both business and personal life. Emphasize job opportunities that are available to those who have shorthand skill.

2. Talk about each shorthand principle in each shorthand lesson.

3. Explain writing techniques, such as curves, loops, direction, etc. Give tips on writing shorthand neatly and quickly. It would be very helpful to use the chalkboard in this talk to vividly illustrate the writing methods.

4. Stress punctuation and capitalization rules, as each of these rules is introduced in the shorthand text.

5. Emphasize vocabulary words and definitions as they are introduced in the shorthand text. In addition to the shorthand text definition of each word, add other definitions from the dictionary to give students a broader meaning. Read some sentences in which the vocabulary words are used.

ACCOUNTING

1. Explain accounting terms and definitions so that the student has a clear understanding of how the new terms can be applied in the accounting process.

2. Present the importance of accounting activities such as journalizing as it affects the accounting cycle.

3. Emphasize WHY certain accounting functions are performed.

4. Stress the importance of legible and accurate accounting records. In many instances, the accuracy of records depends upon the legibility of the accounting entries. Also, emphasize pride in one's work.

OFFICE PROCEDURES

1. Explain the importance of good office practices and procedures. Emphasize their importance in relation to better job opportunities.

2. Give examples of how classroom knowledge and skills could be effectively utilized in the real business world.

3. Tell the students about the different types of duplicating machines and materials that are used in different office jobs, and how these materials are prepared, such as typing a spirit master or mimeograph stencil. Suggest different office jobs that could be done utilizing duplicating equipment.

4. Emphasize the importance of good filing techniques and record storage and name the different filing systems that are used in various business offices. Give examples of how filed material is often essential to a business and does not lose its importance just because it has been filed.

5. Acquaint students with the different types of calculators that are used in business offices and explain the different functions on the machines. Give examples of how each function could be used, such as using memory in extending and totaling an invoice.

6. Explain the importance of good personal grooming, regardless of what profession the student enters. Stress proper dress and etiquette for the business office.

7. Inform students of different methods of locating job opportunities, such as newspapers, trade journals, employment offices, etc. Give the students the proper procedure to use in applying for a job. Stress the importance of data sheets and letters of application.

8. Emphasize the importance of accuracy, neatness, and pride in doing office work.

9. Tell office procedures students how essential the telephone is to the business world. Give examples of critical business matters that are handled each day by phone. Explain correct techniques for answering the phone at home, in an office, etc., techniques for placing local, long distance, and conference calls, and the meaning of "person-to-person," "direct distance dialing," "collect," and other common telephone terms.

BASIC BUSINESS

1. Explain how important a good knowledge of basic business is in daily business dealings.

2. Expose students to the different types of businesses, such as a single proprietorship, a partnership, a corporation, etc., and tell what the distinguishing factors are of each one.

3. Tell about the different types of insurance, such as home, automobile, life, etc., and explain how each can affect a person's life.

4. Tell students about the different banking transactions, starting with opening a checking or savings account. This could be followed by an explanation of writing checks, reconciling bank statements, etc.

5. Explain how essential it is to use good personal money management. Include budgets, installment and credit buying, and other areas related to money in this talk.

WORKBOOKS

Workbooks provide a variety of applications of the principles presented in the content of a unit. Workbooks usually contain a review of the information covered, situations, summaries, and tests that involve principles developed in the course.

Ideas for the use of workbooks in five selected business education areas are presented here.

TYPEWRITING

1. The typewriting workbook provides stationery and forms designed for more realistic completion of textbook problems.
2. The typewriting workbook provides supplementary problems.
3. A check sheet is sometimes provided in typewriting workbooks for evaluating basic techniques.
4. The typewriting workbook sometimes provides a progress chart for skill building by recording speed and accuracy for 1-, 3-, or 5-minute writings and for selected production writings.
5. Practice material from the typewriting workbook is provided for immediate reinforcement when learning the keyboard.
6. Self-check questions in some typewriting workbooks enable the student to check knowledge, skill, and understanding. These questions could be used for pre-test, review, and/or post-test.
7. Progress checkups provided in the workbook may be used to prepare the student for the achievement tests and/or may be used for determining part of the grade.

SHORTHAND

1. Workbook assignments may be used as homework.
2. Workbooks may be used for proofreading drills.
3. The workbooks may be used for vocabulary building.

ACCOUNTING

1. Use the study guide as a pre-test to assess the student's skill, knowledge, and/or understanding.
2. Use the study guide as a theory review after a unit or chapter has been discussed.

3. Use the study guide as a chapter test following completion of the unit or chapter.

4. Use workbook problems as meaningful practice for the student under the teacher's direction.

5. Some problems could be used as production tests.

6. Use a teacher-prepared transparency as a model of the solution for students to check their work.

7. Use workbook problems for homework.

8. Tabulate errors on both study guides and workbook problems and use for re-teaching.

OFFICE PROCEDURES

1. Use the workbook for homework assignments.

2. The workbook may be used as a pre-test or post-test for filing, math, punctuation, capitalization, spelling, or grammar.

3. Spelling exercises in the workbook could be used also as a list for a spelling bee.

4. Workbook exercises may be used for review.

5. Exercises from the workbook may be distributed to students for a contest.

6. Business forms and letterheads from the workbook may be used to make typing assignments more realistic.

BASIC BUSINESS

1. Workbook activities may be used as homework assignments for the student and checked by the teacher using a happy face to add a warm touch to marginal comments.

You're improving, John--see me if I can help.

2. Difficult problems may be worked in class under the direct supervision of the teacher.

3. Use workbook activities and problems for class discussion purposes.

4. A transparency could be made from a page of the teacher's edition used for illustrating solutions to selected workbook problems or activities.

5. Workbooks may be used to practice and/or review the mechanics of English.

6. Workbooks may be used for similar-word drills.